



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11231328
SAU: Orono School Department
School: Asa C Adams School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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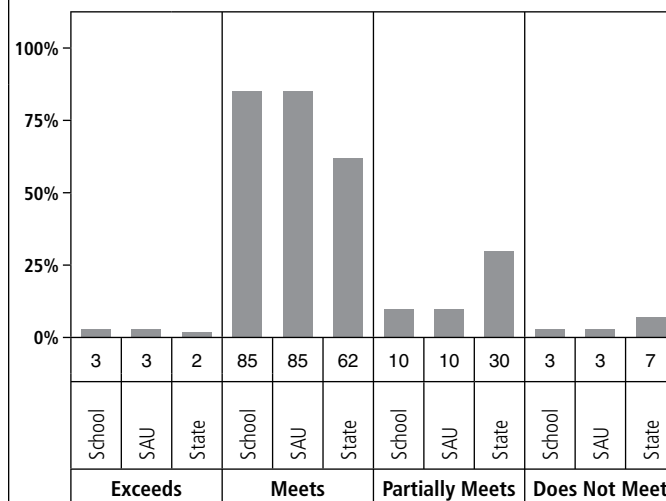
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Orono School Department
School: Asa C Adams School

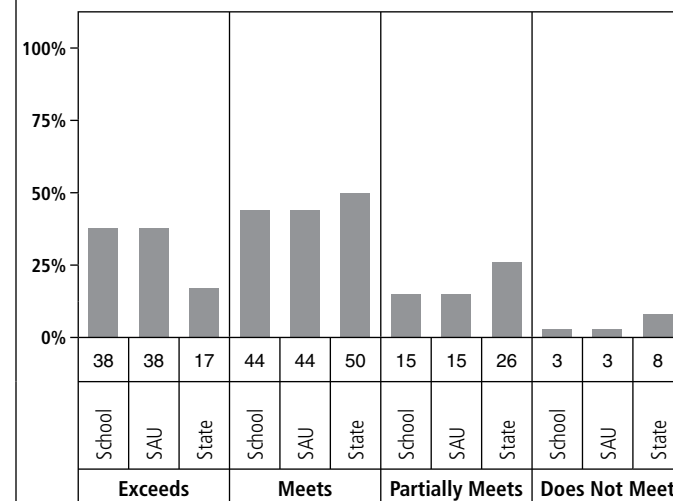
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	349	349	345
2006–2007	343	343	345
2007–2008	348	348	344
Cum. Avg. *	347	347	345
Mathematics			
2005–2006	353	353	344
2006–2007	347	347	347
2007–2008	355	355	347
Cum. Avg. *	352	352	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Orono School Department
School: Asa C Adams School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	39	100	39	100	13803	100	39	100	39	100	13714	99	39	100	39	100	13710	99												
Ethnicity African American/Black	1	3	1	3	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	2	5	2	5	210	2	2	100	2	100	205	98	2	100	2	100	206	98												
Hispanic	1	3	1	3	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	35	90	35	90	12916	94	35	100	35	100	12846	100	35	100	35	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	5	13	5	13	2358	17	5	100	5	100	2333	99	5	100	5	100	2329	99												
Current LEP	1	3	1	3	371	3	1	100	1	100	357	96	1	100	1	100	361	98												
Economically disadvantaged	8	21	8	21	5584	40	8	100	8	100	5535	99	8	100	8	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	37	95	37	95	10650	77	37	95	37	95	10678	77												
Identified disability (PET/IEP)	3	8	3	8	475	4	3	8	3	8	479	4												
LEP	1	3	1	3	151	1	1	3	1	3	149	1												
504 plan	2	5	2	5	83	1	2	5	2	5	85	1												
Participation with accommodations	2	5	2	5	2936	21	2	5	2	5	2911	21												
Identified disability (PET/IEP)	2	100	2	100	1735	59	2	100	2	100	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Orono School Department
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	1	2	352	3
	2006-2007	1	2	1	2	332	2
	2007-2008	1	3	1	3	227	2
	Cum. Total*	3	2	3	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	43	83	42	82	8641	62
	2006-2007	27	61	27	61	8691	63
	2007-2008	33	85	33	85	8403	62
	Cum. Total*	103	76	102	76	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	6	12	6	12	3671	27
	2006-2007	8	18	8	18	3781	27
	2007-2008	4	10	4	10	4018	30
	Cum. Total*	18	13	18	13	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	2	4	2	4	1163	8
	2006-2007	8	18	8	18	1021	7
	2007-2008	1	3	1	3	938	7
	Cum. Total*	11	8	11	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	31.4	68.3	31.4	68.3	27.6	60.0
Literary Text	23	50	16.3	70.9	16.3	70.9	14.1	61.3
Informational Text	23	50	15.1	65.7	15.1	65.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Orono School Department
 School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	1	3	33	85	4	10	1	3	348	39	3	85	10	3	348	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	2										2						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	35	1	3	30	86	3	9	1	3	348	35	3	86	9	3	348	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	1	20	1	20	341	5	0	60	20	20	341	2210	0	32	48	20	338
No	34	1	3	30	88	3	9	0	0	349	34	3	88	9	0	349	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	38	1	3	33	87	3	8	1	3	349	38	3	87	8	3	349	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	8	0	0	5	63	3	38	0	0	345	8	0	63	38	0	345	5450	1	49	39	11	341
No	31	1	3	28	90	1	3	1	3	349	31	3	90	3	3	349	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	39	1	3	33	85	4	10	1	3	348	39	3	85	10	3	348	13581	2	62	30	7	344
Gender																						
Female	16	0	0	14	88	2	13	0	0	349	16	0	88	13	0	349	6567	3	65	27	5	345
Male	23	1	4	19	83	2	9	1	4	348	23	4	83	9	4	348	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	9	75	3	25	0	0	344	12	0	75	25	0	344	2004	0	37	49	14	339
No	27	1	4	24	89	1	4	1	4	350	27	4	89	4	4	350	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	39	1	3	33	85	4	10	1	3	348	39	3	85	10	3	348	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Orono School Department
 School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	0	43	39	18	340
B. less than one hour	90	1	3	31	89	3	9	0	0	349	90	3	89	9	0	349	79	2	65	28	5	345
C. one to two hours	10	0	0	2	50	1	25	1	25	340	10	0	50	25	25	340	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	16	0	0	6	100	0	0	0	0	348	16	0	100	0	0	348	29	3	62	28	7	345
B. They match some of what I have learned.	58	0	0	19	86	3	14	0	0	349	58	0	86	14	0	349	48	2	67	27	4	345
C. They match just a little of what I have learned.	13	0	0	4	80	1	20	0	0	346	13	0	80	20	0	346	15	1	56	34	9	343
D. There is no match.	13	1	20	3	60	0	0	1	20	348	13	20	60	0	20	348	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	1	5	16	84	1	5	1	5	350	49	5	84	5	5	350	42	3	67	24	6	346
B. good	49	0	0	17	89	2	11	0	0	347	49	0	89	11	0	347	46	1	62	32	5	344
C. fair	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	5	71	2	29	0	0	347	18	0	71	29	0	347	22	1	48	38	12	341
B. about the same as my regular schoolwork	59	0	0	21	91	1	4	1	4	348	59	0	91	4	4	348	57	2	68	26	4	346
C. easier than my regular schoolwork	23	1	11	7	78	1	11	0	0	351	23	11	78	11	0	351	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	11	0	0	2	50	2	50	0	0	344	11	0	50	50	0	344	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	45	0	0	15	88	2	12	0	0	346	45	0	88	12	0	346	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	45	1	6	15	88	0	0	1	6	352	45	6	88	0	6	352	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	6	100	0	0	0	0	351	16	0	100	0	0	351	19	3	65	27	6	346
B. 20 minutes to an hour	54	1	5	17	85	2	10	0	0	350	54	5	85	10	0	350	47	2	68	25	5	346
C. less than 20 minutes	27	0	0	8	80	1	10	1	10	344	27	0	80	10	10	344	19	1	56	35	8	343
D. I rarely read at home.	3	0	0	1	100	0	0	0	0	352	3	0	100	0	0	352	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	21	0	0	6	75	2	25	0	0	345	21	0	75	25	0	345	28	1	56	33	9	343
B. six to ten pages	21	0	0	6	75	1	13	1	13	346	21	0	75	13	13	346	23	1	63	29	7	344
C. eleven or more pages	59	1	4	21	91	1	4	0	0	350	59	4	91	4	0	350	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Orono School Department
School: Asa C Adams School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	16	31	15	29	1295	9
	2006-2007	6	14	6	14	1985	14
	2007-2008	15	38	15	38	2277	17
	Cum. Total*	37	27	36	27	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	26	50	26	51	6852	49
	2006-2007	26	59	26	59	6990	51
	2007-2008	17	44	17	44	6764	50
	Cum. Total*	69	51	69	51	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	8	15	8	16	4081	29
	2006-2007	9	20	9	20	3673	27
	2007-2008	6	15	6	15	3504	26
	Cum. Total*	23	17	23	17	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	4	2	4	1638	12
	2006-2007	3	7	3	7	1193	9
	2007-2008	1	3	1	3	1044	8
	Cum. Total*	6	4	6	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.2	74.7	11.2	74.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.8	77.1	10.8	77.1	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.8	76.0	3.8	76.0	3.2	64.0
Cluster 4: Patterns	14	29	10.3	73.6	10.3	73.6	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Orono School Department
 School: Asa C Adams School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	15	38	17	44	6	15	1	3	355	39	38	44	15	3	355	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	2										2						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	35	13	37	16	46	5	14	1	3	356	35	37	46	14	3	356	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	5	1	20	2	40	1	20	1	20	346	5	20	40	20	20	346	2208	6	35	37	21	338
No	34	14	41	15	44	5	15	0	0	357	34	41	44	15	0	357	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	38	15	39	17	45	5	13	1	3	356	38	39	45	13	3	356	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	8	0	0	5	63	3	38	0	0	346	8	0	63	38	0	346	5452	9	45	33	12	343
No	31	15	48	12	39	3	10	1	3	358	31	48	39	10	3	358	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	39	15	38	17	44	6	15	1	3	355	39	38	44	15	3	355	13584	17	50	26	8	347
Gender																						
Female	16	5	31	9	56	2	13	0	0	355	16	31	56	13	0	355	6565	15	49	27	8	347
Male	23	10	43	8	35	4	17	1	4	356	23	43	35	17	4	356	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	6	50	6	50	0	0	345	12	0	50	50	0	345	2004	5	39	41	15	339
No	27	15	56	11	41	0	0	1	4	360	27	56	41	0	4	360	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	39	15	38	17	44	6	15	1	3	355	39	38	44	15	3	355	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Orono School Department
 School: Asa C Adams School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						6	9	40	33	18	340
B. less than one hour	90	15	43	15	43	5	14	0	0	358	90	43	43	14	0	358	79	18	52	24	6	348
C. one to two hours	10	0	0	2	50	1	25	1	25	337	10	0	50	25	25	337	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	47	9	50	6	33	3	17	0	0	359	47	50	33	17	0	359	37	22	50	22	6	350
B. They match some of what I have learned.	42	6	38	8	50	2	13	0	0	357	42	38	50	13	0	357	46	16	53	25	6	348
C. They match just a little of what I have learned.	8	0	0	2	67	1	33	0	0	345	8	0	67	33	0	345	12	9	44	36	11	342
D. There is no match.	3	0	0	0	0	0	0	1	100	312	3	0	0	0	100	312	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	49	9	50	9	50	0	0	0	0	362	49	50	50	0	0	362	39	25	48	20	7	350
B. good	41	5	33	5	33	4	27	1	7	351	41	33	33	27	7	351	46	14	52	27	7	347
C. fair	8	0	0	3	100	0	0	0	0	349	8	0	100	0	0	349	12	8	49	35	9	343
D. poor	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	8	0	0	2	67	1	33	0	0	347	8	0	67	33	0	347	17	7	41	35	17	340
B. about the same as my regular schoolwork	59	10	43	11	48	2	9	0	0	359	59	43	48	9	0	359	59	18	53	24	5	349
C. easier than my regular schoolwork	33	5	38	4	31	3	23	1	8	351	33	38	31	23	8	351	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	34	7	54	3	23	3	23	0	0	356	34	54	23	23	0	356	32	13	47	30	10	345
B. two or three days a week	32	5	42	4	33	3	25	0	0	356	32	42	33	25	0	356	30	20	52	23	5	349
C. two or three times each month	21	1	13	7	88	0	0	0	0	357	21	13	88	0	0	357	19	20	53	21	6	350
D. never or almost never	13	2	40	2	40	0	0	1	20	353	13	40	40	0	20	353	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	100	0	0	0	0	0	0	368	3	100	0	0	0	368	7	5	34	40	20	338
B. two or three days a week	31	2	17	5	42	4	33	1	8	348	31	17	42	33	8	348	18	15	50	27	8	346
C. two or three times each month	36	7	50	5	36	2	14	0	0	358	36	50	36	14	0	358	28	21	53	21	4	350
D. never or almost never	31	5	42	7	58	0	0	0	0	359	31	42	58	0	0	359	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	16	2	33	2	33	2	33	0	0	354	16	33	33	33	0	354	16	8	42	36	13	342
B. 30–45 minutes	21	4	50	3	38	1	13	0	0	361	21	50	38	13	0	361	30	14	53	26	7	347
C. 45–60 minutes	26	3	30	5	50	2	20	0	0	353	26	30	50	20	0	353	32	22	51	22	5	350
D. more than 60 minutes	37	6	43	6	43	1	7	1	7	355	37	43	43	7	7	355	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											